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ABSTRACT

Senior administrators at the University of the District of Columbia (UDC) guided the investigation of the college's safety and security. Through interviews, it was found that key concerns were protection of facilities (property), safety/security of university personnel, and the institution's public. An environmental approach to safety and security addressed both the reality and fear of crime. Advanced students in the department of criminal justice initiated an investigation of the quality of life at Forest Creek Aparements designed to involve residents in a comprehensive crime watch program, reduce and deter possible crimes of theft, and assume a shared responsibility for access and surveillance. A focus on the physical setting was designed to engender a feeling of security and freedom of movement. This positive response was expected to promote a shift in self-perception, to erode an internalized image of being the victim in one's own environment. The change in the environment was thought to create a change in attitude that provides initiative to detecting and responding to crime. This environmental approach to security was proposed for UDC. Philosophical views concerning the individual's relationship to the environment were also considered. The interviews identified specific needs concerning security. Interview questions and answers are included. (SW)

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# *AN ENVIRONMENTAL APPROACH*

# *TO*

# *ENVIRONMENTAL HEALTH, OCCUPATIONAL SAFETY AND INSTITUTIONAL SECURITY*

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*by*

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*for*
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## An Overview of the Process

Robert L. Green, President of the University, convened a representative cross section of senior administrators to reflect upon some of the conceptual dimensions of his concerns regarding safety and security in the environment. Dr. Green's concerns embraced a comprehensive "range" of issues, inclusive of architectural and structural implications for ingress and egress - the problems posed by satellite or scattered campuses, incidents of theft, burglary, the nuances and levels of security required by differences in facilities utilization, the peculiar nature of the Institution and its client constituency, central, support and service personnel and the need for all persons to feel safe and secure in the environment. President Green equally presented the merits of the case for the acquisition of "specialized experiences" for security personnel in the appropriate participation and responsibility for their duties and behaviors within the environment.

As the principal Investigator for the project, the writer proceeded to identify the necessary and available resources for the gathering of data to constitute the baseline for the design and methodology of the task.

*The Methodology*

*(A discovery approach to goal attainment)*

*Although a generalized sense of what is to be accomplished appears relatively clear, the planning mode is to be open to the direction and sensitivity of the data. The Investigator has intentionally moved the process around deterministic goals. The planning mode is conceived in the assumption that goals involve some form(s) of preference or values, the notion that the determination of outcomes is not to be achieved so much by the results of scientific test than by the ethical investments of the appropriate administrators and/or policy makers. It is quite clear that the appropriate administrators and policy makers are deeply invested in a commitment to the most comprehensive and relevant resolution of the issues associated with the investigation. It is, also very clear that the responsible decision making process is committed to the critical choices and priorities supported by a dynamic, and vigorous research oriented set of outcomes. Hence, the rationale that the selection of the normative approach to planning - rather than the instrumental method allows for both ends and means to be equally evaluated.*

*The initial data gathered from environmental sources were obtained with some degree of sensitivity to population and sample. The sources selected were within the framework of systematic sampling, the notion that this probability testing of data is best suited to our investigative purpose. From a list of senior and other directly involved administrators and line personnel, a cross section of stratified sampling of respondents were chosen for interviews. Each was asked questions regarding how safety and security were viewed and understood from the vantage point of their respective duty assignments. The range and scope of data are in a word, interesting. A majority of the administrators agreed that the dimensions of "protection of facilities (property), safety/ security of university personnel and the institution's public" were central in the task of providing for a safe and secure environment.*

*Toward a Research Oriented Paradigm*
*(A model for exploration and testing)*

*A group of advanced students, the Department of Criminal Justice, participated in the development of insights around a project designed to negotiate and evaluate justice issues, in landlord/tenants conflicts, which became the forum to provide implications for the paradigm to be tested in our present investigation.*

*The Investigator has discovered evidence to support the notion that as individuals achieve vertical mobility in social/class stratification, they tend to develop attitudes which accommodate closely define social and physical structures. The individual's sense of investment appears to be in territorial rights, the prerogatives derived from a presumptive ownership of space and place of operation. This status allows the individual to maintain a disposition toward possession in a manner akin to the profitability motive assumed in the ownership of property. This commitment to territorial rights influences and shapes the value framework of the individual. Therefore, security measures, social and physical structures achieve an aura of providing the security of homogeneous support and reinforcement - a kind of psychological hedge against outsiders.*

*This discovery lends considerable dimension to an environmental approach to safety and security. This method addresses both the reality and fear of crime. It is based appropriately on the identification and reinforcement of dynamic forces in psychological, social, cultural, physical and ethical dimensions in the environment.*

*The probability of crime reduction without an appreciable "change" in the attitude of the residents of the targeted community is, at best, remote. Individuals tend to react, relate and interact within the context of structure. In this instance, the focus is placed upon the environment to engender a feeling of security through freedom of movement. This positive response lends itself to a significant shift in one's self-perceition. It provides a subtle but significant recognition*

*of one's personhood as having worth, the gradual erosion of an internalized image of the victim in one's own environment. The change in the environment creates a change in attitude. A change in attitude enables the individual to respond protectively of the environment, providing the initiative for detecting and responding to acts which violate its capacity to continue the reinforcement of a positive experience of one's self. This kind of motivational re-inforcement (detecting and responding to dysfunctional activities) enables a positive image to be created, internalized and sustained. We bodly propose this approach for the University of the District of Columbia.*

*An Environmental Approach To The Organic and Systemic Implications For Management and Mobility*

*(An investigation into the quality of life at Forest Creek Apartments)*

*There is a relatively new approach to crime prevention in the field of the Administration of Justice. Crime prevention through environmental design, or CPTED, addresses both the reality of crime and the attendant fear of crime. It is a concept based on a combination of changes in the physical environment and the reaction of people to those dynamics. It is a programmatic initiative created to effect the design and use of the environment, the twin dimensions in a operational concept of people in an appropriate context for living. This approach incorporates physical, social, law enforcement and management techniques to achieve its goal of reducing crime and the fear of crime. The strategies of crime prevention through environmental design take shape around three possibilities: punitive, mechanical and corrective measures. These measures are achieved through access control, surveillance, activity support and motivational reinforcement. It is designed to foster in the residents positive attitudes about their environment, a reflection of the regard or esteem in which they hold themselves. Projecting a positive community image to others is a significant deterrant to crime. At the Forest Creek Apartments Community, the objectives were:*

- *To involve residents in positive reinforcement, primarily through a comprehensive crime watch program.*
- *To reduce and deter possible crimes of theft of landlord's or resident's property.*
- *To protect the possibility of an infringement on personal and/or statutory rights by assuming a shared responsibility for access and surveillance.*

*This proposal addressed a concern common to both management and the residents. However, there were serious ramifications in terms of the method or approach selected to achieve the goal. The approach that was currently in effect appeared to infringe upon the "rights" of the residents*

*in deference to the "concerns" registered by management, a not too subtle differentiation set upon with some degree of conflict - if not contradictions. Consequently, a proposal was developed to present reflections from another set of assumptions, categories, concepts and values. The principal investigator in this project took the position that each operates within the framework of some form of human relationships. Therefore, people are to be at the center of concerns; obligations are to persons and not objects. On the other hand, sophistication suggests recognition of the value of the investment made in real and personal terms by the developer(s) and/or owner(s) of the complex. The task was to find a position which acknowledges the place at each of the parties to the discussion, and propose the appropriate approach to effect a reduction in the tension inherent in the respective positions - to the end that reciprocal goals were achieved in an atmosphere of mutual regard and acknowledgement.*

*The Methodology*

*The process of the involvement was placed in a research format. Although the process required a clear statement of the problem or goal (hypothesis), it's primary concern was to effect change. Therefore, the design of the approach not only state how the data was to be gathered and analyzed, the size of the sample, where the observation would take place and for how long, but it provided results that could be interpreted as outcomes of action for resolution of concerns. Therefore, the mode implemented was essentially action research. We were concerned that the outcomes of our action were applicable to problem solving or issue resolution. The results were not generalized to a wide variety of situations and settings, but meet the standards of reliability and validity for the project.*

*QUESTIONS CONSIDERED*

- *Were the "security officers" commissioned? If so, what was the nature of the certification?*

- *Did the security officers have the authority to bear arms in their capacity of "enforcers"?*

- *What were the implications of their role and function relative to "probable cause" and "search and seizure"?*

- *Since management had a disclaimer in the addendum regarding liability, what were the implications for "negligence or culpability" in personal injury or property (residents') damage situations?*

*Additionally, the sampling of the data gathered revealed a "significant" spectrum of residents concerns.*

- *There did not seem to be an appropriate commitment to a systematic approach to maintenance, the evidence of which was reflected in the "sporadic" ocassions to exterminate for pest control (insects, rodents, etc.)*

- *The absence of facilities for assembly or social events (activity or party room), an apparent distinction in the "advertised" benefits promoted for the Adult Community - supervised by the same management group.*

- *The need for a more precisely defined focus upon the environment, specifically regarding the removal of "debris" so that youngsters could move and function with greater freedom and socialability.*

- *The need for a comprehensive look at the recreational facilities for juvenile, and adolescent members of families.*

- *There was a general "perception" that the existing security measures denied some of the fundamental assumptions of safety, the free movement of "ingress*

*and "egress" in cases of emergency (fire or illness.)*

*These concerns revealed a fundamental aspect of crime prevention through environmental design. The probability of crime reduction without an appreciable "change" in the attitude of the residents of the targeted community was, at best, remote. Individuals tend to react, relate and interact within the context of structure. In this instance, the focus was placed upon the physical setting to engender a feeling of "security" through freedom of movement. This positive response was expected to lend itself to a significant shift in self-perception. It was expected to provide a subtle but significant recognition of one's personhood as having worth, the gradual erosion of an internalized image of being the victim in one's own environment. The change in the environment creates a change in attitude. The change in attitude enables the individual to respond protectively of the environment, providing the initiative for detecting and responding to acts which violate its capacity to continue the reinforcement of the positive experience of one's self. This kind of motivational re-inforcement (detecting and responding to crime) enables a positive image of the community to be projected. Projecting a positive community image is, indeed, a deterrent to criminal behavior. Where people are involved in mutually satisfying activities, a sense of investment and identification develops.*

*After several months of intermittant involvement in the project, a summative evaluation of effectiveness of the approach was made. Barbara J. Stewart, Research Assistant to the project, noted in a communication with the Resident Manager of the Forest Creek Apartments:*

*Please be advised that the organized committee of the Forest Creek Project on crime watch/deterrence has concluded the initial phase of its activities.*

*An appreciable quality and integrity of life for Forest Creek Apartment's Community residents still exist. On the other hand, the sense of "Community" the committee projected has not become fully evident in the*

*lives of the residents, as a unit, to establish meaningful dialogue or a shared process of responsible citizenship that would validate "a concept of community."*

*Management sought the need to invest in mechanical corrective measures to protect and preserve its property against serious acts of crime. Yet, this decision, in a sense, was perceived by some residents one dimensionally to protect its investment. In respect to management's investment, some of us felt that projecting a positive community image to others is a significant deterrent to comre. In part, some of the major objectives were to involve residents in positive reinforcement, primarily through a comprehensive crime watch to protect the possibility of an infringement on personal and/or statutory rights, by assuming a shared responsibility for access and surveillance.*

*We have continued to observe families displaying their diverese values and customs. Our proposed objective was to enhance the esteem of the residents as a community, and in return, they would positively contribute to the environmental appearance and development of Forest Creek, and become personally invested to share in the effort, co-jointly with management, to reduce crime.*

*As a key participant in the process, I have in the past, and presently observed an appropriate degree of motivation and untiring efforts from all genuinely involved. It is hard for me to think of "dropping" the project. However, due to other demands and circumstances, I deem it appropriate to acknowledge a moratorium on the activities. As for the committee, it concurred in all decisions made. This does not however, diminish the original concerns and interests in the affairs of the complex. My experiences in working with you have been favorable.*

*It is important to note that some of the insights derived from the venture have led to a more sophisticated research project, commissioned by the President of the University, to improve the environmental health, safety and security of the university, and its "diverse" population.*

*Sincerely, Mrs. Barbara J. Stewart, Research Assistant.*

*A Struggle To Understand The Human Predicament*

*(A philosophical approach to personality and conditions)*

*The process of personal struggle can take shape in facets reminiscent of Lady MacBeth's observation(s) about MacBeth, an overly ambitious and sometimes less than "scrupulous" individual (MacBeth, Act I, Sc 5 line 53).*

> *your face,... is as a book where men*
> *may read strange matters. To beguile the time*
> *Look like the time; bears welcome in your eye,*
> *Your hand, your tongue; look like the innocent flower,*
> *But be the serpent under 't.*

*Or, if process could fathom the depth of dispair resonant in Dostoyevsky's Brothers - as each and all confess guilt in the death of the father - the facets of inner struggle would surely confound. Personal struggle is a process of self discovery. It is understanding risk and investment, a creative symbiosis in the developmental struggle of the maturing self. Risk taking is paramount in self discovery as it is in any investment. If we're afraid to attempt, we're never succeed; if we're afraid to fall, we're never walk and if we're afraid to love, we're never live. Love is truly real in its capacity to freely give and freely receive, the dominant authenticity in the self actualizing personality. The process of self discovery is fraught with conflict and ambiguity. It is much like Lady MacBeth's observations of MacBeth, or T. S. Eliot's assertion regarding "Hollow Men"*

> *"shape without form, shade with colour,*
> *paralyzed force, gesture without motion."*

*The struggle must go on, if life is to validate its claim to be alive!*

*There are, for the sake of this document, at least two key foci*

in the process of self-discovery. One is deeply rooted in the group experience and the other focuses upon the individual. The difference is almost as interesting as what appears to be the polarity between Jerome Brunner and B. F. Skinner. Brunner's cogitivism is grounded in the notion that the mind acts on the environment, making something out of it - constructing reality. Skinner takes the position that behavior is a function of its consequences, the variables of which are found in the environment. The positions are really different ways of looking a different phenomena. So is it with the two foci of self discovery. For those with considerable investment in the virtues of the group experience, Kurt Lewin (1945) argues persuasively

> Experiments dealing with memory and group pressure on the individual show that what exists as reality for the individual is, to a high degree, determined by what is socially accepted as reality (Lewin, p. 57)

He argues, further

> "Social action no less than physical action is steering perception. In any situation we cannot help but act according to the field we perceive; and our perception extends to two different aspects of this field. One has to do with facts, the other with values. If we grasp an object, the movement of our hand is steered by its perceived position in the perceived surroundings. Likewise, our social actions are steered by the position in which we perceive ourselves within the total social setting (Lewin, Ibid., p. 6).

The fundamental assumption here is that the alterations of the environment changes one's realtionship to it, and therefore modifies perceptions (reality) in relationship to the shift in the perceived and realized position. The struggle of self discovery, then, takes to itself the responsibility to perceive the history and development in the event(s)

of self realization. To understand behavior, as Skinner would put it, is to identify the factors that come to reinforce it. We know that purpose is the fundamental category, an indispensible dimension in the search for meaning. Personal struggle must come to terms with meaning, whether it is the group's meaning appropriated in the self's process of becoming socialized in its values and expectations - so that a personality emerges unique to the individual - or in the person's quest to transcent the group, opening up the possibilities for the acknowledgement of the impact of other (forces) experiences.

We turn now to the stance of the individual. Soren Kierkegaard, a Scandinavian Existentialist, frequently mentioned as the Danish Pascal, in his almost relentless attack on Hagel's position regarding man's presence in the cosmic process, noted in his Purity of Heart (1948)

> The consciousness of one's eternal responsibility to be an individual is the one thing needful.

Kierkegaard's position was developed as a critical commentary on Hagel's tendency to focus upon the self as a "mere passing point", an instance in the progression of events and experiences. He seemed to insist on the individual's gaining true (concrete) ethical meaning through being identified with the social, religious and political institutions of his time (Hegel, Ibid; p. 7). In other words, the self is reconciled or more precisely actualized by "identification with a set of external arrangements." It was with this creative category of the individual that Kierkegaard dealt most effectively with the Hegelian system. Kierkegaard goes on to comment about the individual

> ...There is an ignorance which no one needs be troubled over if he was deprived either of the opportunity or the capacity to learn. But there is an ignorance about one's own life that is equally tragic for the learned and for the simple, for both is bound by the same responsibility. This ignorance is called self-deceit. There is an ignorance

> *that by degrees, as more and more is learned, gradually changes into knowledge. But there is only one thing that can remove that other ignorance which is self deception. And to be ignorant of the fact that there is one thing and only one thing, and that only one thing is necessary, is still to be in self - deception... The ignorant man can gradually acquire wisdom and knowledge, but the self-deluded one if he won "the one thing needful" would have won purity of heart (ibid, p. 52).*

*The self in existential struggle is the core of Kierkegaard concern. This is truly, for me, the key issue in existentialism. As Paul Tillich has observed*

> *...existence is Reality as immediately experienced, with the accent on the inner and personal character of man's immediate experiences (Tillich, p. 77)*

*What it means to be a person is to decide for oneself who one is, and to conduct the affairs of his life in the responsible knowledge of that choice. This is the cardinal issue in one's progression toward becoming the actualized self, the ultimate self conscious engagement in personal struggle. The identity crises in personal struggle is indeed, the crises. Man comes to birth in the world, as Jean Paul Sartre declares, as a man awakens in his bed, clinging to its sides from a dream he had*

> *He will not be satisfied with his life until he knows what it is that makes him hold on so. (cited in Michalson, 1958, p. 21).*

Not to know who we are and why we are here is to be absent (ignorant) of purpose, the source of many of our behavioral mechanisms - the basis on which to prepare our anxieties. Not knowing who we are, simply leads to the mechanism of inventing an understanding of ourselves. In the manner of correcting in others the faults we deny in ourselves, not knowing ourselves leads to a life out of control. For Nietzsche is correct in asserting

> ...the desire to control others is based on the lack of self control (cited in Michalson, p. 29).

The personal struggle goes on! Struggle is the central focus on human experience, the sine qua non of the human condition. Viktor Frankl makes struggle in the form of suffering his central theme. For Frankl (1969), "to live is to suffer, to survive is to find meaning in the suffering". Frankl observes that if there is a purpose in life at all there must be a purpose in suffering and dying. No person can dictate to another what this purpose is. The self, in continuous self conscious struggle, must express this truth in self disclosure - and accept the responsibility that the answer prescribes. If the person succeeds, states Frankl, he will continue to grow in spite of all indignities. Frankl finds support for this argument in Nietzsche's

> He who has a why to live
> can bear with almost any how.

Frankl learned, as a prisoner, in a concentration camp, what he terms the "last of the human freedoms - the ability to choose one's attitude in a given set of circumstances." Frankl once facetiously made the distinction between psychoanalysis and his position (logotherapy), as during psychoanalysis the patient must lie down on a couch and tell you things that are sometimes very disagreeable to tell. In logotherapy, the patient may remain sitting erect, but he must hear

things that are very disagreeable to hear. On a more serious note, Frankl is aware that logos (as in logotherapy) is a deriviative from "greek" and denotes meaning. Logotherapy is less retrospective and introspective than it is a focus upon assignments and meanings to be fulfilled (future). Logotherapy operates upon the assumption that, the starting to find a meaning in one's life is the primary motivational force in man. (Frankl, Ibid. p. 151ff).

The fundamental issue in personal struggle is to achieve the depth commitment to *live or die* for one's values and ideals!

Symbols and Style
(selecting a symbol formation for the adoption of an actualizing style)

Lewis Joseph Sherril, (1951), offers three possibilities for choice in the determination of the "symbolic terms" found in common usuage regarding the interpretation and meaning of life, viz.; the treadmill, the saga and the pilgrimage. The treadmill, or course, portrays the poignancy of the human condition - the notion that life is meaningless

> ...A poor player who struts and frets
> his hour upon the stage and thus is
> heard no more; a tale told by an idiot,
> full of sound and fury - signifying
> nothing.

The saga or epic, tells the tale of an individual or, perhaps, of a family (Roots) and recreates or traces the story (quassi - historical development) through innumerable hardships and dangers to whatever end that awaits the hero. The saga engages a most provocative and dramatic flair, the capacity to life the heroism and glamour of life to a poetic level. Tennyson's Ulysses is an example

> Come, my friends

*'Tis not too late to seek a newer world.*
*Push off, and sitting well in order*
*smile*
*The sounding furrows; for my purpose holds*
*To sail beyond the sunset, and the baths*
*of all the western stars, until I die*

*The saga shows wherein the nobility of great character lies, and it identifies the heroism of the common life.*

*The pilgrimage is a state of mind, a predisposition of the inner psyche commitment to seek or engage quest. The pilgrimage is open to all of the dimensions of the saga and more. It is open to the vertical dimension, the possibility for self transcendence - the intrusion of the metaphysical. It can embrace a Herman Hesse in the struggle of Demian*

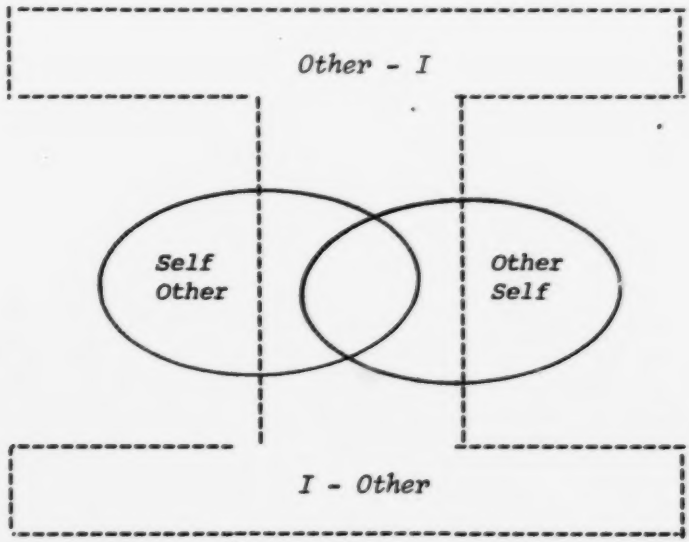
*...to try to live in accord with*
*the promptings which come*
*from my true self*
*Why was that so difficult?*

*One is driven to the deeps of Augustine's depth broodings*

*...Thou has created us for thyself...*
*and our souls will remain restless*
*until we find rest in thee.*

*The journey or struggle is the heart of the concern (in understanding the natures of relationships that exists in the University community. The seminar participant is to look inward out! The capacity to identify need and the accompaning tensions in the struggle to have need(s) met is a test of the validity of methodology of the proposal project.*

*Living The Depths of Psyche Resonance*




*"Living the deeply self conscious existence to emerge as self in the other, as the other surfaces in self"*

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*The Initial Investigation Of The University Community*

*(The data discovery)*

*After an extensive series of interviews, (participant observer) some issues emerged:*

- *the need for specialized training of security personnel, the recognition of the discrepancy between titles, competency and demands of duty assignments.*

- *the need for more appropriate screening of security personnel for determination of suitability to perform; release time for college credit oriented opportunities for in-service personnel.*

- *the need for a "humanistic model" to shape perceptions and behaviors of security personnel.*

- *the recognition that security personnel tends to reflect the mindset or conceptual orientation of the chief executive officer, i.e., if the President is more legally than educational psychologically oriented, the security personnel takes its cue from the "top".*

- *that predecessor dynamics invade the rank and file of security personnel, a reinforcement of the fact and perception of similiar concerns in other areas of faculty/staff relationships.*

- *the need for more sophisticated electronic and perimeter devices for facility security enforcement.*

- *the need for faculty/staff involvement in a consistent policy procedural mechanism for official and visible identification, i.e., the presence and display of photo-identification for all personnel in the movement, access and transportation of university property (by permit or other forms of authorization).*

- *the need for a strategy of "situational compatibility", the capacity to deal appropriately with crowds (the university's public) during special on campus activities).*

- *the need for an emergency plan for "disruptive activities," as well as a procedure for the evacuation of disabled students and personnel.*

- *the need for a more precise policy and procedure for response(s) to "bomb threats".*

- *the need for the standardization of both procedures and criteria for all emergency preparedness expectations (both evacuation and response to decision making around crises).*

- *the need for a critical assessment of the current complement of security personnel, particularly in view of population to personnel ratios and work hour deployment.*

- *the need to recognize that demographics are key in reconciling the relationship of "fear" and the desire for a feeling of security.*

- *that perceptions and values combined to define the state of a security reinforced reality, i.e., in instances of victimization - personnel interviewed communicated ambivalence toward a symbol of the authority of security and the sensitivity of "how they were perceived by others" in their association with enforcement symbols.*

- *that the dynamic relationships between security, accessibility and facility utilization should be seriously assessed, i.e., the notion that authority for accessibility (possession of a perimeter key can become a "rite" of "entrance", in the name of right of access) should not impeded the programmatic implications for the mission of the university.*

- *the need for university personnel to become sensitized in the distinction between authority and ownership, the acknowledgement that the trust of one needs not culminate psychological transference of the other.*

- *the need for university personnel to transfer rank and power from the category of perquisites for the priviledged, to the classification order of the service of functions mandated by policy and procedure.*

- *the need for development of the consciousness of criminal activities (dysfunctional adjustment) as a corporate responsibility, fostering a more comprehensive base for interrelated support and reinforcement.*

- *the need to develop a concept of shared expertise, preferably in instances of referral and support, i.e., as occasions for personnel (particularly students) to be detained because of disruptive conduct, while a person skilled in therapeutic counseling is sought an intervention).*

- *the need for a developing sense of professionalism in all areas of university involvement, the appropriate interface between a deepening consciousness of a "corporate" approach to safety and security in the environment.*

*A Sampling Of A Cross Section of Findings*

*Security Management Workshop*
*Professional Development*
*September 8, 1984*

*Second Session*
*(General Assessment)*

*Compiled data for:*

*An Instrument for Effective Assessment. There should be eleven (11) individuals responding to each question/item.*

*Item: (#1)*
*Do you think this session achieved its stated goal(s) and/or objectives?*

*Responses:*

*"There appeared to be a great deal of contradictions."*

*unanswered*

*"yes"*

*"yes"*

*"no"*

*"yes"*

*"I brought out some very important points"*

*"yes"*

*"yes"*

*"We could have been more definitive about our subject matter in-so-far as further communication on supervisory styles."*

*"yes"*

*RESPONSE RATE ON A SCALER DETERMINATION*

*Item #1: (Generalizations on the Effectiveness of the Seminar.) (continuation)*

*90% or 10 of the eleven respondents recorded an opinion regarding the goal achievement of the seminar. The range of opinions recorded strongly suggests the ambivalence expressed throughout the seminar. However, 60% of the respondents thought the seminar achieved its stated goals. 10% of the respondents categorically felt that the seminar did not achieve its stated goals.*

*These responses, also, appear consistent with the written (non-scaler) expressions to items 4, 5 and 6.*

*Rate your responses on a scale of one to ten in ascending order.*

*36.4% rated 8 on a scale of ten*
*9% rated 3 on a scale of ten*
*9% rated 4 on a scale of ten*
*9% rated 7 on a scale of ten*
*18.1% rated 6 on a scale of ten*
*9% rated 9 on a scale of ten*
*9% rated 10 (this one respondent did not respond to item #1.)*

*Item #2: (Did the Session Justify its rationale and provide appropriate outcomes for assessment?)*

*On a scale of one to ten in descending order*

*27.2% rated 10 on a scale of ten*
*9% rated 7 on a scale of ten*
*27.2% rated 8 on a scale of ten*
*18.1% rated 4 on a scale of ten*
*18.1% rated 3 on a scale of ten*

*(of these two individuals one responded NO to item #1, the other YES)*

*Item: #4*
*(continuation)*

*Response:*

*"nothing"*

*"It allowed us to see our self and others under duress"*

*Item: #5*

*If you were to participate in this experience again what would you do differently? (why; specify)*

*Response:*

*"State closer on line with what agenda indication was set"*

*"nothing, I listened, observed and learned a lot"*

*"N/A"*

*"encourage more audience participation. A balance dialogue between the facilitator and audience"*

*unanswered*

*unanswered*

*"no comment"*

*"I would not change anything"*

*"NO"*

*"nothing"*

*AN INSTRUMENT FOR EFFECTIVE ASSESSMENT (continued)*

*Item: #3*

*What was helpful about the session:*

*Response:*

*"it made one wonder"*

*"All aspects"*

*"Open exhibited by supervisors"*

*"The facilitator and the anger"*

*"Getting all supervisors together at one time"*

*"This was a very controversial session"*

*"Understanding the philosophies of the persons involved/making the presentations"*

*unanswered*

*"Interaction between supervisors and administration"*

*"It showed some handicaps and was to improve them"*

*Item: #4*

*What was unhelpful about the session?*

*Response:*

*unanswered*

*"None that I know of (this person signed his name and title)"*

*"Shortness of response time"*

*"nothing"*

*"not enough audience participation"*

*unanswered*

*"totally unfamiliar with this type of alleged seminar"*

Response:
(continued from p. 24)

unanswered

unanswered

*Conclusion and Recommendations*

*(Further generalizations on the data)*

- *There appears to be generally among the personnel a low level of tolerance for stressful reality and frustration, the symptoms of which surfaced around several indicators: the boarderline obsession with the "right", "need" downright insistence that officers should bear arms; the defensiveness that continuously impeded the process of coming to grips with various facets of the self assessment; the quadrant in the JOHARI Model most appropriate to express this impression is window three, the notion that the individual's motivations are hidden from others. He tends to be overly protective and/or defensive in thought and feelings, reluctant to reveal where he is and from where he is coming; there was a sense that if the symbols of authority and power (weapon, uniform, badge, title) were critically addressed, this act was construed generally as an attack upon the officer's identity - a command to circle the wagons, to reinforce personal, psychological and symbolic territoriality.*

*(Recommendations)*

- *To continue the seminars and focus upon the interventionist's role; to seek a supportive relationship of referrals from the university's counseling service in areas of behavioral conflict/ problem resolution.*

- *To intellectually, psychologically, socially and emotionally equip management personnel with the necessary dynamic of intervention (as per Argyris' system):*

- *<u>Conditions Faced by An Interventionist</u>*

  *Discrepant World*

  *Marginality*

  *Perpetual Client Mistrust*

*Minimal Feedback about Effectiveness*

- *Qualities Needed by An Interventionist*

  *Confidence in Own Intervention Philosophy*

  *Accurate Perception of Stressful Reality*

  *Acceptance of the Client Trust and Mistrust*

  *Investing Stressful Environment with Growth Experiences*

- *Behaviors of An Interventionist to Produce Effectiveness*

  *Owning up to, being open toward, and experimenting with ideas and feelings.*

  *Contributing to the Norms of Individuality, Concern and Trust.*

  *Communicating in observed, directly verifiable categories, with minimal attribution, evaluation, and internal contradiction.*

- *A moritorium should be declared on all training sessions, pending further development of the environmental approach.*
- *The developmental session(s) with the rank and file officers, should not begin until the managerial/supervisory staff can function as facilitators - a strategy that will allow for the implementation of the dynamics of the learner enabling others to learn, thereby extending the original experience of the learning enterprise.*
- *Selected security personnel, upon demonstrated readiness, should become facilitators for the environmentalist approach so that an appropriate orientation can take place in each responsibility center, and then ultimately devolve upon the fundamental program units - the academic departments.*

*Given these data, the time is most appropriate for an approach that realizes the identification and reinforcement of dynamic forces in*

psychological, social, cultural, physical and ethical dimension that occur in the environment. This emphasis upon behavioralism is indeed, a significant departure from the history of campus policing in higher education. Initially, "campus policing" was limited to addressing disciplinary problems through an internal mechanism of administrative procedure, with assistance from local police agencies in instances of criminal violations. Primarily, there exist three approaches to campus security and/or policing. Border and Petersen (1983) state:

> At one extreme there still exist watchmen or guards who are typically untrained and whose duties consist of locking/unlocking doors, detecting vandalism, and handling other maintenance problems. In the middle of the continuum are modern security forces in which the watchman function has been extended to include pseudo-police functions and are generally involved to some degree with regulation of student conduct. At the other end of the pole are sophisticated police forces, often headed by former police officers and organized like municipal departments, whose officers have full peace officer authority, project a strong police image in their uniforms and equipment and are concerned with the straightforward application of the law in the academic community, that is, they are not concerned with the academic status of law violators nor do they have anything to do with regulation of student conduct.

The University of The District of Columbia, under the mandate of its President, Dr. Robert L. Green, is initiating a bold departure from either of the three models and/or approaches historically presented. We submit that the environmentalist approach requires that campus security personnel become interventionists, a supportively oriented role within the University's client system. Such an approach demands that the institution provides its personnel (security officers) with the appropriate intellectual and social skills to cope with this provocative and innovative task. In the past several months, the University of The District of Columbia and the University of Maryland interacted around these concerns. Our personnel (security) must be given the opportunity to develop an intervention philosophy so that they can possess an accurate perception of stressful/threatening

*reality, a capacity to function within the framework of client personalities (openness to client's attacks and mistrust), confidence in the ownership of their own self system (feelings and reflections about his own reality) and a commitment to an environmental infusion of what Maslow terms - growth motivation.*

*The University is committed to delivering this approach!*

*Notes and References*

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